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ABSTRACT

Data for this report were collected from 617 schools, colleges, and departments of education that are members of the American Association of Colleges for Teacher Education. Enrollment data are discussed, with tables showing student enrollment in lower, upper, and graduate levels by geographic region. Institutional enrollment by quartile is also presented. A limitation is noted due to the difficulty, in some institutions, in differentiating between full time students and full time equivalent students. Tables and charts illustrate data collected on resources: full time and part time faculty, hard and soft money positions, and quartile ranges for full time faculty, support personnel, and equipment. Types of degrees offered by institutions by geographic region are also portrayed. (FG)

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American Association of Colleges
for Teacher Education

REPORT TO THE PROFESSION
1982

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Acknowledgement

Dr. James E. Heald, Professor, Department of Leadership and Educational Policy Studies, Northern Illinois University, compiled and analyzed the following data. Through his efforts, teacher educators will gain significant insight into the organization and structure of schools, colleges, and departments of education. We anticipate that this is only the first in a long series of such reports on behalf of AACTE.

We would like to thank Dr. Heald, Dean John H. Johansen, and Northern Illinois University for the energy, support, and industry which made this report possible.

This 1982 Report to the Profession
was prepared by the American Association
of Colleges for Teacher Education

One Dupont Circle, Washington, D.C.
20036

May, 1982

Preface

Throughout its history, AACTE has requested enrollment information from its member schools, colleges and departments of education (SCDE). The "Annual Report" was a report from the members to the Association and was used primarily to establish the appropriate annual dues for each member. During the 1981-82 academic year, the Association decided to change the nature and format of the data gathering instrument to reflect the growing demands for information useful to planning processes conducted on member campuses.

This first attempt with revised instrumentation resulted in many successes and a few failures. Some questions were the "right" questions, but some institutions found they could not secure the data requested. On the other hand, some questions that proved feasible to answer, proved to be less effective than anticipated in generating information needed by campus planners.

This report will permit you to examine the results achieved by the 1982 questionnaire. In preparation for a second generation instrument, the Association, through its Board of Directors, will be asking the following kinds of questions during the coming year:

a. How effective were the 1982 questions in generating useful planning information?

b. How reasonable is it to expect SCDE's to have the data requested in the instrument?

c. What information is so crucial to planning processes that it should be secured annually and reported to the members?

d. If SCDE's see the value in knowing answers to the questions asked and in being able to compare their answers with those from similar institutions, will they develop new campus systems to capture the data?

Over the next two or three years, the instrument should evolve toward meeting the dual criteria of utility and feasibility, and some new questions may need to be field tested in different SCDE settings to answer the criteria questions. At the end of the instrument building period, the membership should be able to secure answers with minimum hardship and to receive back from the Association a sophisticated report which arrays the data in the most useful fashions. Furthermore, the generated data files should permit the Association to make

logitudinal analyses of the profession in ways not currently possible and to answer ad hoc questions from SCDE's.

This report is limited entirely to a simple descriptive analysis of the received responses. Cross category comparisons will be presented periodically in upcoming issues of Briefs, and those comparisons will permit you to place your institution into some new perspectives.

The preparation of the data for the analyses contained herein was done by Greg Jones of the AACTE staff, and for all his assistance, gratitude is hereby expressed.

James E. Heald
Northern Illinois University

Introduction

The American Association of Colleges for Teacher Education is comprised of 728 schools, colleges and departments of education which together prepare almost ninety percent of the nation's professional education personnel. With the understanding that the planning efforts of all SCDE's could be improved immeasureably if each member had access to data held on the campuses of other member institutions, the Association set about to gather the data in a systematic fashion.

The AACTE Annual Report was sent to all member institutions in 1981, and Part II of that document consisted of a series of questions designed to elicit data from the campuses which could be returned to them in forms which would permit the making of more informed decisions. Data were gathered in four general areas: enrollment, resources, programs, and productivity. Those subdivisions have been retained as a logical means to organize the descriptive data which comprise the body of this report.

Responses were received from 617 institutions representing 85 percent of the membership. Because some institutions did not respond to all questions, because some questions did not apply to all institutions, and because some responses could not be interpreted reliably, the number of valid observations used in the various analyses varies from item to item. Valid observations have been reported as N=.

Enrollment

The diverse nature of the SCDE's comprising the membership of the Association is revealed dramatically in the enrollment data. The ranges among institutions in FTE enrollments were 7,026 at the lower division level, 7,072 at the upper division level, and 3,108 at the graduate level.

Unfortunately, total enrollments in member SCDE's at any of the three levels proved impossible to generate in valid ways because of the different data systems in use. Many institutions had data on full-time students, but no data on FTE's, and other institutions had only FTE data. Many were also missing data on their part-time enrollments. The number of missing observations was so high, ranging from one-fourth of the institutions to nearly one-half of the instituions, any simple addition of the data would have proven meaningless. Nevertheless, much of the enrollment data could be reported in meaningful ways, and Table 1 reports both means and standard deviations by level.

TABLE 1

Enrollments in SCDE's

Level of Enrollments		Part-time Enrollments		Full-time Enrollments		Full-time Equivalents	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
Lower Division	(N=410)	326	551	309	583	326	551
Upper Division	(N=445)	102	289	351	648	364	522
Graduate	(N=320)	421	589	167	281	321	406

For purposes of equalizing representation, the Association is divided into geographic zones. Although the zones were created for legislative purpose primarily, they are also useful in presenting data in regional ways. Figure 1 shows the states comprising each zone.

FIGURE 1

AACTE Regional Zones

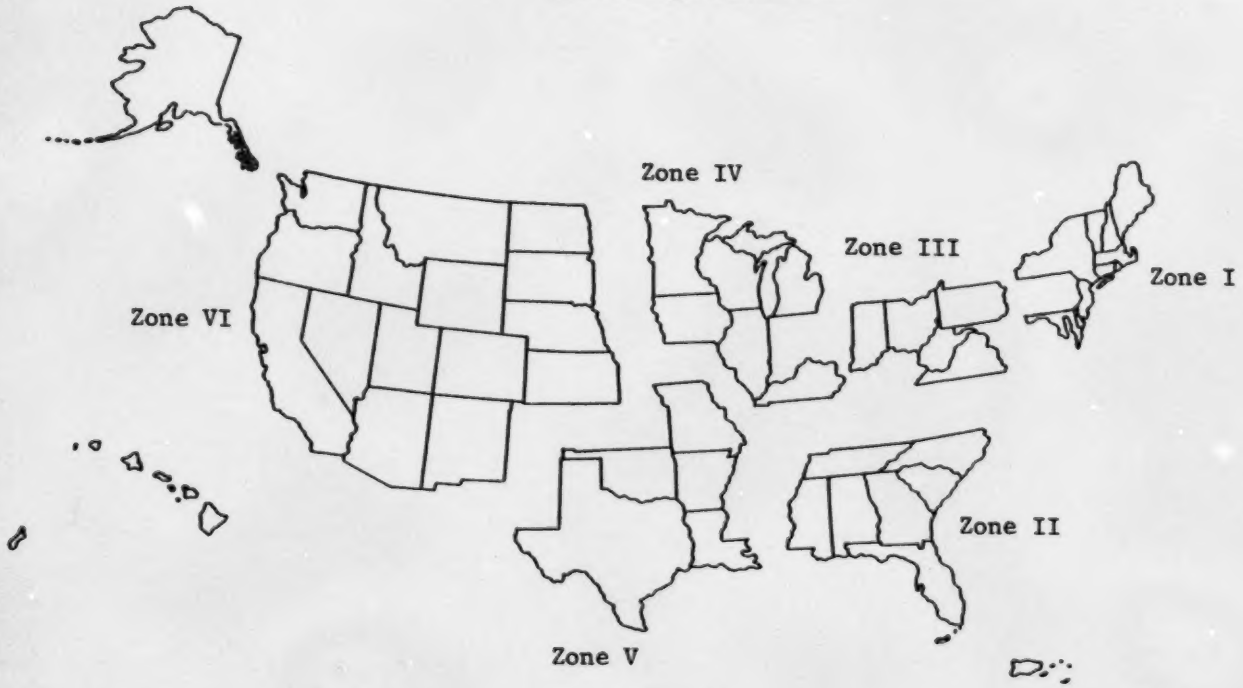


Table 2 illustrates the differences in the mean size of institutions in the various regions of the country. Institutions in Zone V have the largest mean size at the undergraduate level, and Zone I has the largest institutions in terms of graduate enrollments.

TABLE 2

Mean Institutional Enrollments by Zone

Zone	Lower Division			Upper Division			Graduate		
	FTE	FT	PT	FTE	FT	PT	FTE	FT	PT
I	259	259	71	326	275	142	376	123	465
II	253	228	45	345	320	76	332	167	342
III	356	357	63	363	341	66	309	192	560
IV	342	345	37	390	357	106	325	195	530
V	405	340	52	389	340	93	321	169	423
VI	317	317	85	357	475!	153	287	176	255

FTE = Full-time Equivalent Students
FT = Full-time Students
PT = Part-time Students

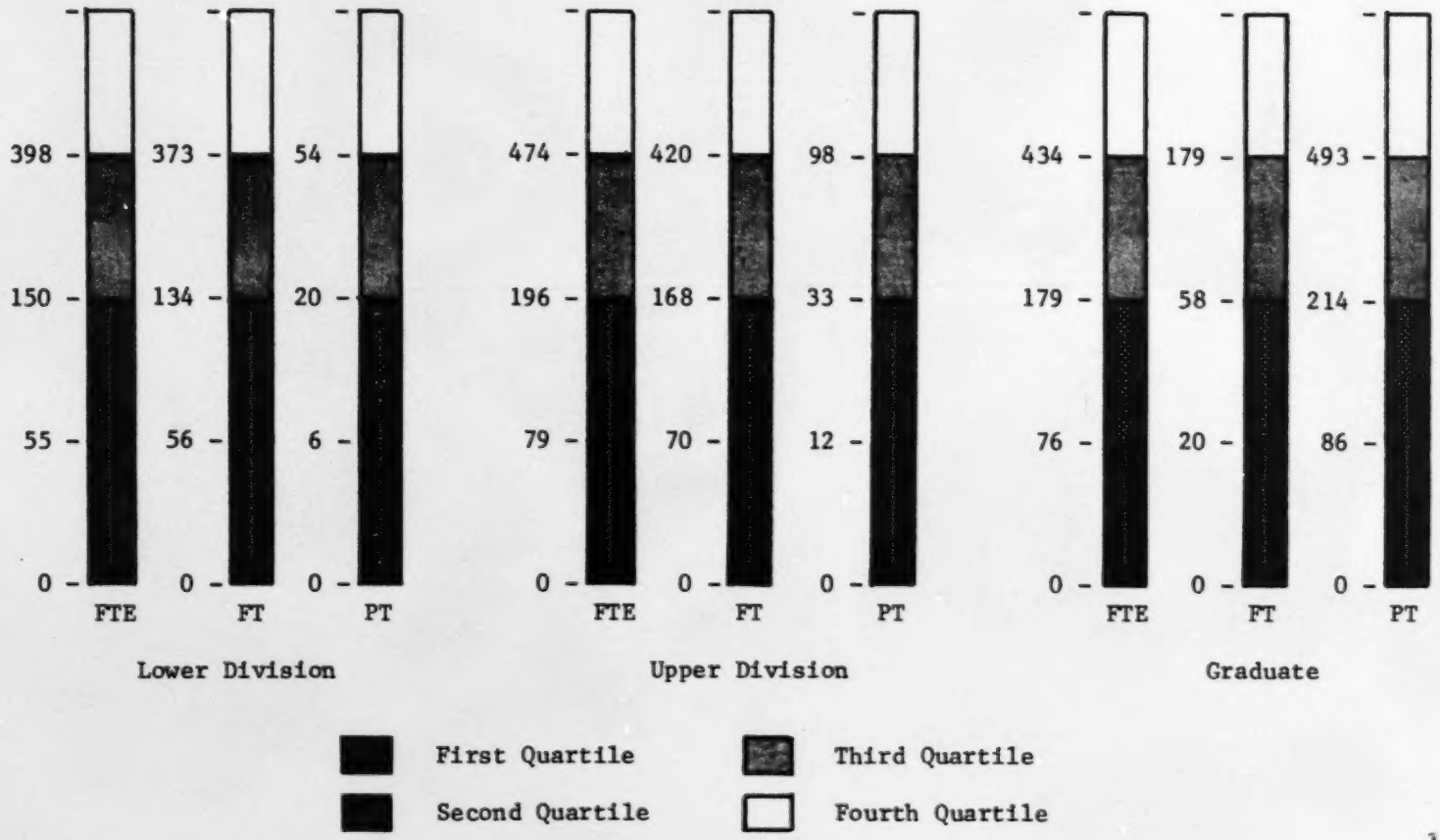
Although institutions had obvious difficulty in differentiating between FTE students and full-time students, some conclusions can be drawn concerning regional differences. SCDE's in Zone I have the highest percent of undergraduate students in part-time enrollment, and Zone III has the highest percentage of part-time graduate students. Not surprisingly, SCDE's in all Zones reported higher percentages of graduate students in part-time enrollment than undergraduate students.

Diagram 1 was prepared to permit SCDE's to use their enrollment data to identify the quartile of their institution. Comparison of the data contained in the diagram and those contained in Table 1 points out the serious skew in enrollment data. The mean size of SCDE enrollments is significantly larger than the median size at all levels. (Table 5 makes the same point concerning the shape of the distribution of SCDE's.)

The upper limit of the fourth quartile is not shown because the highest two or three enrollments reported in each of the categories appeared to be invalid. Nevertheless, all SCDE's larger in size than the lower limit of that quartile are validly in the quartile of highest enrollments.

DIAGRAM 1

Institutional Enrollments by Quartile



Of equal interest are the enrollments at the extremes. For example, twenty-five institutions reported more than 1,000 FTE lower division enrollments each. Although they represented only 6.1 percent of the reporting institutions, their 45,180 FTE enrollments at the lower division represented 34.5 percent of the enrollments at that level. Some 153 institutions reported less than 100 FTE lower division enrollments each. Those institutions represented 37.5 percent of those reporting, but they had only 8,036 FTE lower division enrollments representing 6.0 percent of the total.

Resources

Questions relating to faculty size and type, support staff, and "hard" and "soft" money budget items were utilized to secure partial measures of SCDE resources.

Faculty. The mean size of undergraduate faculties in SCDE's was determined to be 35 FTE, but with a skew toward smaller institutions, the median of the distribution was 14 FTE. Graduate faculties had a mean of 40 FTE and a median of 24. The skew, though considerable, was not as great at the graduate level reflecting the tendency for graduate programs to be housed in larger institutions. Table 3 shows data concerning full and part-time faculty in addition to the figures for FTE faculty.

TABLE 3

Faculty Size in SCDE's

	Part-time Faculty			Full-time Faculty			Full-time Equivalents		
Faculty Level	N	Mean	SD	N	Mean	SD	N	Mean	SD
Undergraduate	423	11	22	501	28	41	455	35	48
Graduate	189	14	29	225	35	44	234	40	49

There may be a small amount of overlap in the graduate and undergraduate faculty data because of the difficulty of assigning to a single nominal category a faculty member who teaches at both levels.

A distribution of full-time, hard money faculty appears as Table 4.

TABLE 4

Distribution of Full-time Hard Money Faculty in SCDE's

Interval	Number of Institutions	Percent of Institutions	Cumulative Percentage
0- 24	327	58.7	100.0
25- 49	76	13.6	41.3
50- 74	60	10.8	27.6
75- 99	37	6.6	16.9
100-124	19	3.4	10.2
125-149	16	2.9	6.8
150-174	12	2.2	3.9
175-199	6	1.1	1.8
200-224	1	.2	.7
225-249	1	.2	.5
250-274	1	.2	.4
275-299	0	.0	.4
300-324	1	.2	.2
	N = 557		

As in the case of student enrollments, the distribution of full-time faculty paid from hard dollars reflects the large range in the size of the SCDE's comprising the Association.

Although not apparent in the tables relating to faculty, it was determined that the 327 institutions (58.7 percent of those reporting) having 24 or fewer full-time, hard dollar faculty members had, as a group, about 13 percent of the total faculty of that type. On the other hand, the 57 institutions (10.2 percent of those reporting) having 100 or more full-time faculty members had, as a group, 39 percent of that type professional.

Table 5 displays data showing the distribution of various kinds of personnel across the two types of budgets. Diagram 2 presents quartile limits.

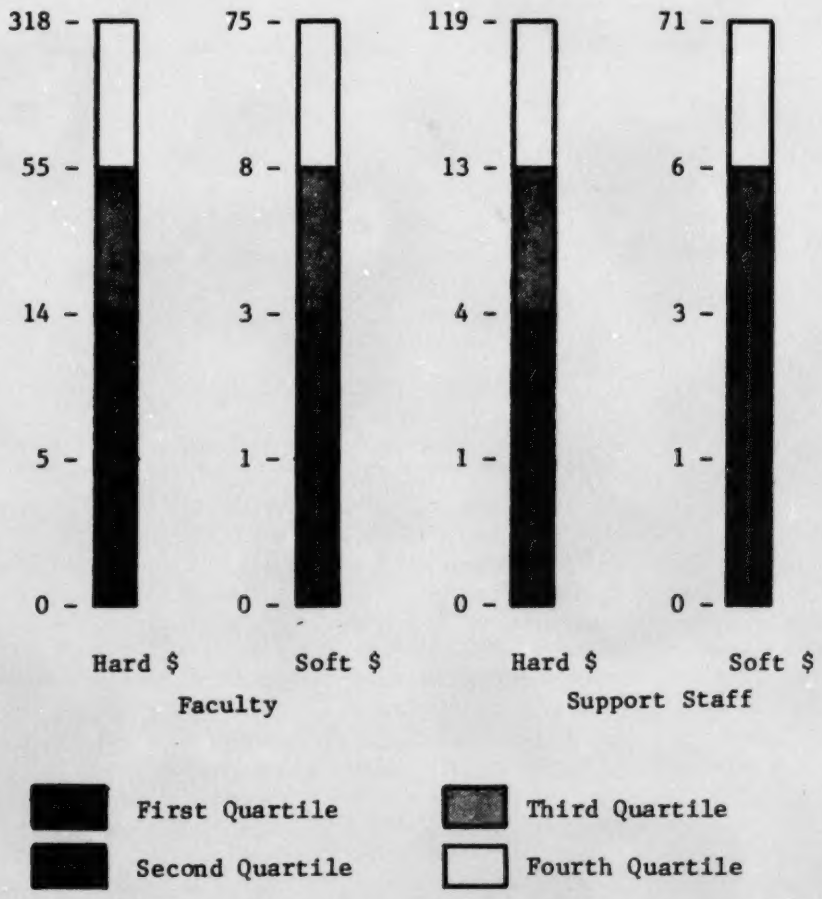
TABLE 5

Hard and Soft Money Positions in SCDE's

Type of Position	Hard Money N	Hard Money Mean	Hard Money SD	Soft Money N	Soft Money Mean	Soft Money SD
Faculty	571	37	46	273	8	11
Support Staff	557	10	15	255	6	9

DIAGRAM 2

Quartile Ranges of SCDE Positions by Type and Dollar Source



Budgets. Data concerning faculty assigned to both hard and soft dollar budgets were presented in the preceeding section. However, other budget items were included in the instrument.

The mean number of hard dollars budgeted for each full-time faculty member was $27,486. No breakdown was available to indicate if that figure was for nine or twelve months, but given data available from other research, it would appear that the input data were a mixture of both types of budgeting practices.

The mean total of the three types of personnel expenditures was $1,214,200 per SCDE. Of that amount, 84 percent was spent on full-time faculty, seven percent on part-time faculty, and nine percent on support personnel. The hard dollar figures appear in Table 6.

TABLE 6

Selected Hard Money Budget Categories in SCDE's

Budget Category	Mean Budgeted Dollars per SCDE	Mean Budgeted Dollars per Full-time Faculty
Full-time Professionals (Mean/SCDE = 37)	1,017,000	27,486
Part-time Professionals	89,200	2,411
Staff Personnel	108,000	2,919
Equipment	12,500	337

Given the differences in the size of member institutions, the mean dollars by category would not be particularly useful information. Therefore, Table 6 also establishes the dollars in the categories as quotients. In that way SCDE's can compare their equipment dollars in support of each full-time faculty member with the national figure of $337, for example. Neither the dollars per part-time professional nor the dollars per support staff member could be reliably computed.

The skew in the distribution is also apparent in budget figures. For example, the mean hard dollars for full-time professional personnel was $1,017,000, but the median was only $365,500. The other categories were in the same general relationship.

Table 7 presents the quartile ranges of hard dollar budget categories.

TABLE 7

Quartile Ranges for Selected Hard Money Budget Categories

	Full-time Faculty		Support Personnel		Equipment
Quartiles	Number	Dollars	Number	Dollars	Dollars
First	0 - 5	0 - 116.8	0 - 1	0 - 11.1	0 - 1.65
Second	6 - 14	116.9 - 365.5	2 - 4	11.2 - 40.0	1.66 - 6.00
Third	15 - 54	365.6 - 1,474.0	5 - 13	40.1 - 131.2	6.01 - 16.00
Fourth	56 - 318	1,474.1 - 8,769.0	13 - 119	131.3 - 934.0	16.10 - 100.0
N =	571		557		416

Programs

Virtually all member institutions reported having at least one bachelors level program, and more than 98 percent of the respondents reported conferral of at least one bachelors degree in 1981-82. As might be expected, the percent of institutions offering graduate degrees declines dramatically with the level of the degree; 66 percent of the institutions reported offering masters level programs, 36 percent reported offering a sixth year program, and 21 percent offered the doctoral degree.

Table 8 presents the program offerings by level and by zone, and Diagram 3 displays the national data graphically. The instrument did not collect data which would have made possible an analysis by the academic major associated with the [illegible] degree programs.

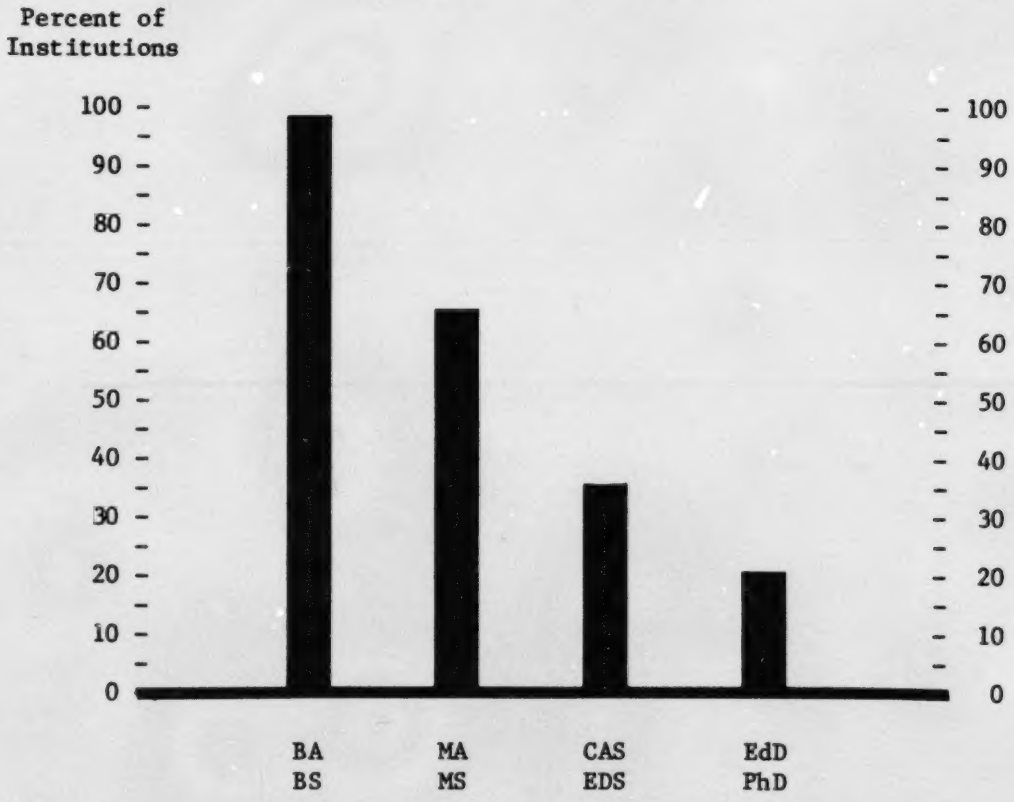
TABLE 8

Graduate Degrees Offered by SCDE's (N=611)

	Masters		6th Year		Doctorate	
Zone	Number Offering Degree	Percent of Zone Institutions	Number Offering Degree	Percent of Zone Institutions	Number Offering Degree	Percent of Zone Institutions
I	59	84	40	57	14	20
II	91	75	55	45	29	24
III	58	54	32	30	18	17
IV	49	51	23	24	15	16
V	80	63	40	31	23	18
VI	69	79	31	36	30	34
TOTAL	406		221		129	

DIAGRAM 3

Degrees Offered by SCDE's (N=611)



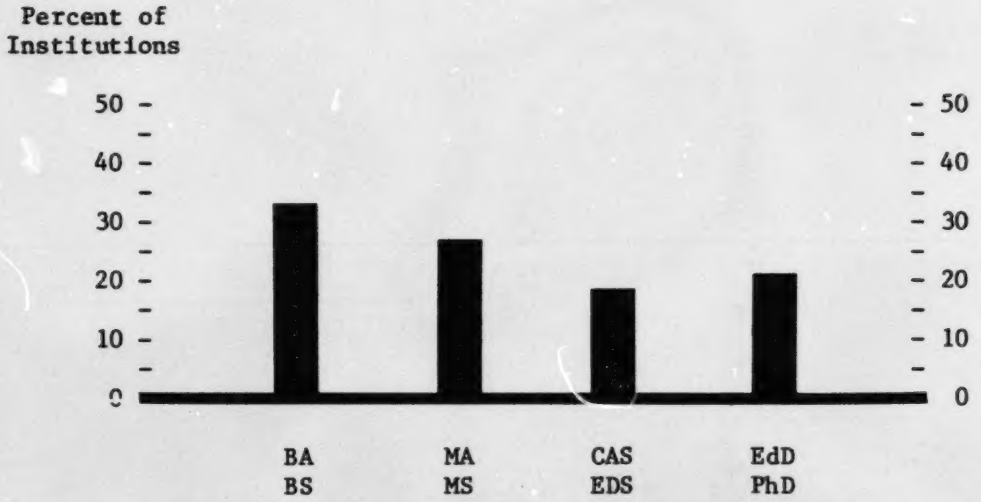
The data collected did not call for differentiation among the various kinds of bachelors, masters, sixth year or doctoral level degrees, and Diagram 3 displays the degrees in undifferentiated form.

All graduate degrees do not have common antecedents. All SCDE's that offer a doctoral degree also offer masters level work as do all SCDE's that offer a sixth year program. However, 26 institutions offering the doctorate do not offer a sixth year program.

In addition to examining the level of degrees offered by members, an analysis of the highest level of offering was also undertaken. To illustrate that particular distribution, Diagram 4 was prepared according to the highest degree offered.

DIAGRAM 4

Highest Degree Offered (N=617)



Thirty-three percent of the respondents offered only the bachelors degree, and sixth year programs were the highest offered in 19 percent of the SCDE's. Masters and doctoral offerings fell between those extremes with 27 and 21 percent respectively.

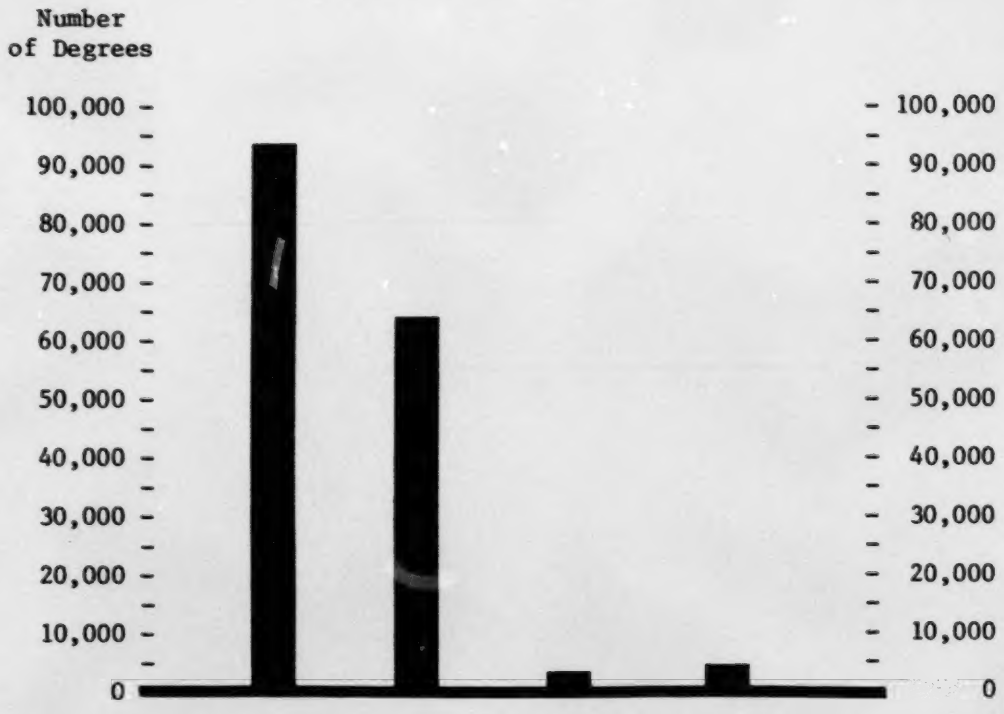
Productivity

The number of degrees conferred was chosen as the primary measure of productivity. Diagram 5 displays the data in terms of the totals for each level of degree. Extrapolating from the respondents to all Association members and then to all institutions in the nation that prepare professional education personnel was not feasible because the characteristics of neither the nonmember institutions nor the nonresponding institutions of the Association have yet been established. Therefore, totals are limited to those 84 percent of the members who answered the productivity question.

Institutions in Zone I had the smallest number of conferred bachelors degrees per SCDE and the largest number of conferred doctorates per SCDE. Zone V led in the number of bachelors conferred per SCDE, Zone III in the number of Masters conferred per SCDE, and Zone II in the number of sixth year degrees conferred per SCDE. Productivity by zone is presented in Table 9.

DIAGRAM 5

Degrees Conferred by Type



	BA[1] BS	MA[2] MS	CAS[2] EDS	EdD[2] PhD
Institutions	608	415	194	119
Degrees	94,031	64,308	4,375	4,961
Degrees per Institution	155	155	23	42

[1]Degrees conferred on persons eligible to apply for certification

[2]Degrees conferred on persons eligible to assume education positions

TABLE 9

Degrees Conferred by Zone

	Zone I	Zone II	Zone III	Zone IV	Zone V	Zone VI
Bachelors						
N =	73	103	105	108	112	100
Number Degrees	9,837	17,977	15,227	15,106	20,531	14,769
Degrees / SCDE	135	175	145	140	183	148
Masters						
N =	68	77	57	57	75	75
Number Degrees	12,014	12,248	11,568	10,714	9,209	7,962
Degrees / SCDE	177	159	203	187	123	106
Sixth Year						
N =	40	46	26	26	28	27
Number Degrees	919	1,368	599	593	472	398
Degrees / SCDE	23	30	23	23	17	15
Doctorate						
N =	15	19	17	17	20	29
Number Degrees	835	871	874	869	642	858
Degrees / SCDE	56	46	51	51	32	30

Concluding Observations

There can be no doubt that the Association's first attempt at capturing data held on member campuses has been a success. The data summarized herein have not been available before, and the credit goes to those institutions that took the time to secure the data from diverse SCDE and institutional files. That work has resulted in the generation of information which will permit limited comparisons among classes of institutions and which will make possible more informed decisions at the campus level.

Unfortunately, the success has to be qualified far more than seems desirable or necessary. Far too many institutions did not supply the data requested. The absence of data was most painful in the areas of enrollments and of degrees conferred. In both those areas, the sum totals for the nation and the regions are among the most crucial planning data. Means and standard deviations and quartiles have value, but the totals are the only adequate reflection of supply figures. Had reliable supply figures been available in the mid sixties, institutions might have begun a gradual reduction in the number of students and the number of graduates. Without the data, institutions continued to grow until 1972 at which time they became painfully aware that high supply had continued far beyond the period of high demand.

Because AACTE represents such a high proportion of institutions which prepare the nation's professional education personnel, it is in a unique position to keep the members informed about conferred degrees and about future degrees (from lower division enrollments). But to inform the members, it must receive data from the members. Providing the data is an obligation made clear in the policy statement appearing on the back page of the Annual Report:

> As part of its obligation of membership, each college and university of AACTE assumes the responsibility of providing an anual report to the Association for the purpose of indicating the intention of the institution to continue membership and to provide such information as may be required by the Board of Directors for the effective functioning of the Association.

The publication of additional analyses throughout the year in Briefs will help you to compare your local situation in more ways than was possible in this first report. However, those analyses will also be limited in their power to assist you by the nature and volume of the input data. A little extra effort at the time when members are asked to help improve the 1982-83 instrument or to provide data in the completion of that instrument will permit the Association to return higher quality analyses to the membership.